Committee on Academic Programs and Planning

Guidelines for proposing a New Concentration (Track, Option, Certificate or Minor) for an existing degree program

Please read this section of Stockton's procedure, and then customize the New Option Proposal template (below). Please note that you must continue updating the proposal with information from the first program faculty meeting, all the way to the Faculty Senate meeting.

You may begin announcing and offering the new option to students when the Provost's Office sends the completed proposal and attachments to the Academic Issues Committee (AIC) of the New Jersey President's Council.

From Stockton University Procedure #2040: Life Cycle of Degree Programs

II. Obtaining Approval of New or Expanded Academic Programs

B. Program Approval Process

Occasional changes in specialized fields may also necessitate a change from an interdisciplinary minor or program to a newly-adopted or more specialized/focused program.

1. Academic Programs and Planning Committee Approval: All faculty proposing new programs will use the proposal development materials found on the web site for the Academic Programs and Planning Committee (APPC) of the Faculty Senate. These materials include the New Jersey state program approval process through its Academic Issues Committee (AIC) of the President's Council. The faculty will submit the proposal to the APPC, who will provide feedback to the faculty until the proposal meets the criteria for approval at the next level.

2. Faculty Senate and Provost Council Approval: Every new program requires both faculty member(s) and an administrative lead to navigate the proposal between existing Faculty Senate and Provost's Council parallel internal shared governance structures. These parallel processes ensure full consideration, feedback and consultation from all affected parties. Consultation continues until both Faculty Senate and Provost's Council communicate their decision to the Provost.

3. Provost Approval: In the case of new concentrations or minors, or concentrations promoted to minors where the College already offers a program in that instructional area as defined by Classification of Instructional Program (CIP) code, final internal approval culminates with the Provost notifying the Board of Trustees Academic Affairs and Planning Committee, all internal administrative offices impacted by the change, and the Office of Institutional Research. The Provost will then notify the Department of Higher Education of the change. In the case of a new degree program (CIP code) or level, the Provost's office will send a Program Announcement to the New Jersey President's Council, as outlined in the AIC procedures.

Proposal Template for a New Concentration (Track, Option, or Minor)
for an existing degree program
with the same Classification of Instruction Programs (CIP) Code

Full Name of Current Program: Communication Studies Journalism/Media Studies

Stockton Program Acronym: COMM

Degree/level of Current Program (BA, BS, MA, MS, MBA, DPT, etc.): BA

CIP Code: 09.0401

Name(s) and signatures of Faculty Proposing New Option: Toby Rosenthal, Erin O'Hanlon, Joe'l Ludovich

Date of Program Faculty Vote to Approve the Proposed New Option: October 21, 2022 (unanimous)

Text Description of Proposed New Option: Communication Studies, a program of the School of Arts and Humanities, currently offers three concentrations, Media Production, Public Relations, and Journalism and Media Studies. This proposal is a recommendation to change the name of the Journalism and Media Studies Concentration to Journalism and Community Storytelling Concentration and to replace one elective with four credits of applied labs. As of the November launch of the Community Reporting Innovation Lab (CRIL) in the John F. Scarpa Academic Center, a collaboration between Stockton and Press of Atlantic City, the students' increased interest in journalism, along with grant-funded support for storytelling and information sharing projects, the time has come to evolve, and refocus this concentration. This proposal outlines the case for a journalism concentration that is unique in the State of New Jersey and unifies the resources we have access to, the media organizations we are connected with and fills a void in the local news and information ecosystem. *The Committee meets every fourth Thursday of each month during fall and spring terms to consider all pre-proposals and/or proposals sent to the Chair (due by the second Thursday of each month). The Chair sends feedback by the following Thursday (one week after each meeting).*

Date of Faculty Senate Committee on Academic Programs and Planning Approval:

Date of the Provosts' Council Approval:

Date of the Faculty Senate Approval:

Attach a copy of the list of courses in the "base program" courses, along with a list of courses in the new option HIGHLIGHTED to show which are in the new option. The Provost's Office will send this document, along with those attachments, to the Academic Issues Committee (AIC) of the New Jersey President's Council as an Information Item.

STOCKTON UNIVERSITY
BOARD OF TRUSTEES
EXECUTIVE SUMMARY
THE COMMUNICATION STUDIES (COMM) DEGREE PROGRAMS INTRODUCES
JOURNALISM AND COMMUNITY STORYTELLING CONCENTRATION

Description of the New Academic Offering

Communication Studies, a program of the School of Arts and Humanities, currently offers three concentrations, Media Production, Public Relations, and Journalism and Media Studies. This proposal is a recommendation to change the Journalism and Media Studies Concentration to a Journalism and Community Storytelling Concentration. As of the November launch of the Community Reporting Innovation Lab in AC, a collaboration between Stockton and Press of Atlantic City, the students' increased interest in journalism, along with grant-funded support for storytelling and information-sharing projects, the time has come to evolve, and refocus this concentration. This proposal outlines the case for a journalism concentration that is unique in the State of New Jersey and dovetails to the media organizations and the local ecosystem. The Communication Studies Faculty voted unanimously yes to this new offering on October 21, 2022.

Rationale for Adding this Offering to the Stockton Curriculum

In the Fall of 2022, the Community Reporting Innovation Lab (CRIL) was established on the Atlantic City campus of Stockton University. Building off existing co-curricular experiences, through grant-funded projects, and student experiences with the Press of Atlantic City, CRIL prioritizes information literacy in the community, educating and sharing critical information surrounding issues like food security, public health, weather, and climate rapid response. There is tremendous potential to extend this programming in coming semesters. CRIL will not just be students working in a lab, but rather students engaging with professionals as storytelling and journalism professionals in the city.

Creating an innovation lab focused on community reporting is a result of the established strengths of the Journalism and Media Studies Concentration of the Communication Studies Program as it transforms into the JCS Concentration. CRIL provides resources that support students to not only learn journalism theory and practice but to engage in community-focused journalism.

The use of community storytelling is an intentional name to be included in the concentration. Originally, the concentration was titled Journalism and Media Studies, but increasingly we have found that students are invested in the Journalism offerings rather than the limited Media Studies listings. However, the name Journalism and Community Storytelling is specific to our program to distinguish from other journalism programs around the state and nationally. Our distinct brand of journalism is connected to community – what is typically called in the literature "engaged journalism." The program toyed with the idea of calling the concentration Engaged Journalism, but felt that the average layperson might not understand the distinction between legacy journalism and engaged journalism, as well as the civic opportunities offered by engaged journalism.

Additionally, we were inspired to rename the concentration Journalism and Community Storytelling by research conducted by the Knight Center's International Symposium on Online Journalism (Boesman, J., & Costera Meijer, I., 2018). Storytelling, in a journalistic sense, is truly making meaning for audiences (Hallin, 1986; Maras, 2013). Community storytelling, or engaged journalism in the literature, means a mutually beneficial relationship between the community and

the people who keep the community informed. The community leads the topics that journalists cover, and journalists recognize that the community are experts in their own lives (Lawrence, R.G., Gordon, E., DeVigal, A., Mellor, C., & Elbaz, J, 2019). Similarly, our faculty engage in centers across the country that specialize in engaged journalism, such as the Agora Journalism Center at the University of Oregon and the Center for Community News at the University of Vermont (where a program faculty member was recently awarded a fellowship).

The claim that our program is uniquely focused on community is founded in three primary partnerships across campus. The William J. Hughes Center for Public Policy includes the program in their research and activities, and their Executive Director, John Froonjian, teaches as an adjunct in the program. Established in 2022, the Community Reporting Innovation Lab (CRIL) in Atlantic City is a fundamental space for students to practice community reporting as well as engage with community media partners such as The Press of Atlantic City.

Grant funded Stories of Atlantic City , a collaborative project focused on telling restorative, untold stories about the city and its people. Raising more than $200,000 in funding to work with students and community members, we developed courses surrounding this place-based project. The New Jersey Civic Information Consortium funds initiatives to benefit the State's civic life information needs and has invested in Stories of Atlantic City and the community. Atlantic City is considered a "news desert" (Muse Abernathy, 2020) A news desert is defined by The Columbia Journalism Review as "a media desert or news desert is essentially an uncovered geographical area that has few or no news outlets and receives little coverage," (Holcolm, 2021). Our AC campus and the surrounding neighborhoods welcome community storytelling and beat reporting models which have been developing since Fall 2019 with the Restorative Journalism class COMM 3604.

The Communication Studies Program has intentionally chosen participatory journalism as its methodology in preparing the writers and producers of tomorrow. The literature refers to this style of journalism as participatory journalism, citizen journalism, engaged journalism, and relational journalism (Negreira-Rey, & López-García, 2021). The common thread connecting all these various approaches is that community is central to the narrative process – to varying degrees, they participate as journalists, story developers, sources of experience, audience or in an advisory capacity. This brand of journalism is hyperlocal, typically uplifts the voice of traditionally marginalized people, and is often distributed through digital and multimedia channels.

The Communication Studies Program has been at Stockton for over twenty years, first as a concentration of Literature and Language, and then later as a stand alone program. Until recently there has not been dedicated faculty or space focused on Journalism. When the concentration was created in the past several years, conversations were had about the relevance of journalism in today's world. As a result of convergence, there are a decreased number of newspapers and media organizations both locally and nationally. Legacy media organizations close or combine every day, leaving bereft informed communities and consequently less civic engagement (Maurice & Froonjian, 2022).

The Communication Studies Program, in addition to overseeing a campus radio station (WLFR), a TV studio that produces community programming (in Lower E-Wing), and student organizations focused on public relations (Public Relations Student Society of America/PRSSA) and journalism (Society of Professional Journalists – Student Chapter/SPJ), also hosts Stories of Atlantic City (SOAC). SOAC is a multimedia, digital media organization focused on telling the untold stories of the Atlantic City community and those invested in AC (Feldman, 2020).

Participatory journalism is a methodology that has been documented for more than 30 years and has increased in popularity with the advent of digital technology (Engelke, 2019). The Communication Studies Program at Stockton has been bolstered across the New Jersey media ecosystem by additional hyperlocal media organizations and a national center based at Montclair State University researching and reinforcing this methodology. The Center for Cooperative Media at Montclair has an impressive team of researchers and practitioners focused on supporting hyperlocal media implementation and education (Stonbely, et al, 2020). They have also been instrumental in crafting funding paths for hyperlocal media in New Jersey, along with our colleagues at Free Press, a national organization founded in 2003 to "... seek to change the media to transform democracy to realize a just society" (RIspoli, 2019). In 2018 New Jersey created the New Jersey Civic Information Consortium, which funds and develops the hyperlocal media system as a pathway for civic engagement (NJ Civic, 2018).

From a theoretical perspective, the concentration is structurally supported by Communication Infrastructure Theory (CIT). Developed at the University of Southern California Annenberg School of Communication, this foundational theory reinforces the "why" of engaged journalism and community storytelling: it posits that we all exist within storytelling networks that serve as our primary information sources. Our storytelling networks are surrounded by community action contexts, which help to inform outwardly and inwardly to prompt activity, especially civic engagement. It is a very place-based perspective on informed communities and the role information plays in behavior in communities (Gerson, et al, 2017).

Collectively, these elements reinforce the positive outlook for changing the Communication Studies Program concentration from Journalism and Media Studies to Journalism and Community Storytelling.

Demand for the New Offering

This Journalism and Community Storytelling concentration creates more applied, experiential learning opportunities for COMM students, during their first semester in the program and beyond, creating intentional developmental milestones for prioritizing personal and professional growth. With a focus on media literacy, and developing an evolving personal mission statement, the foundational lab courses will allow students to develop their critical thinking skills as analyzers, storytellers and journalists.

While other universities in the state offer journalistic writing courses, none provide a focus on hyperlocal coverage that is engaged, community-centered, and invested in the health of the media ecosystem in South Jersey. By following the model of centers like the [Agora Journalism Center at the University of Oregon,](#) CRIL will support the JCS Concentration as a unique learning environment in the state.

The Communication Studies Program has a strong feeder system through the Dual Credit Program that is part of the School of General Studies, which currently offers Writing for the Media, Principles of Journalism, TV Production, Audio I, Audio II, and video production. There is growing interest from area high schools, including Atlantic City High School and Cape May County Technical High School. This acts as a primary opportunity for students to become engaged in the program and as a yield tool for students to choose Stockton for their course of study.

By emphasizing the recruitment and development of local students into the JCS Concentration, Stockton is serving multiple needs in our community – on-campus and off-campus. The local news ecosystem gains content, civic engagement is increased, and students gain important transferable skills that can be applied in a variety of industries. Again, place-based journalism is a strong element in this concentration, and what sets it apart from other Communication Studies programs at Rowan University and Montclair University.

Current Stockton enrollment in the Journalism and Media Studies track is strong and has

increased by 271% since Fall 2020 to Fall 2022, as seen in Table 1. This steady increase in interest in the concentration is compelling as we have seen students double major or earn dual degrees stemming from their interest in adding journalism education to their academic pursuits.

We also have significant interest in our journalism courses from students outside of the COMM major. There is continued enrollment from students in Psychology, Health Sciences and Literature programs. These courses include COMM 2408 News Media and Politics which is also cross-listed with Political Science, COMM 2304 Principles of Journalism, and COMM 4909 Stories of Atlantic City. In some instances, taking these courses is the impetus to change majors.

Employment trends in this field are also noteworthy. There is one relatively new emerging space in newsroom settings to consider, OTT (Over The Top) content. This is sometimes called internet television or online television content. An example of OTT content is NBC News Now on Peacock or CBS owned-stations streaming content on Paramount+.

For the last three years the Radio Television News Directors Association (RTDNA)/Newhouse School at Syracuse University Survey, has asked local news stations about their OTT (Over The Top) content and there is consistent feedback surrounding the ongoing needs of these endeavors and our students can fill these voids as content creators who can do the following:

"Go deeper with content," "Tell stories you wouldn't otherwise tell," and "Get more feedback from the audience."

These three needs are all hallmarks and critical values of community-focused, narrative content of the JCS concentration (Papper and Henderson, 2022) The JCS concentration supports students to develop career competencies that are important to all employers, not just in the media space, including communication skills, critical thinking, and professionalism. All three competencies are strong values of journalism and storytelling models, as well as the high-impact learning in the Community Reporting Innovation Lab (CRIL) environment that incorporates community members and media partners.

According to the National Association of Colleges and Employers (NACE) Job Outlook 2023, while employers highly value the above-mentioned skills, there is still a gap between what job candidates are bringing to the marketplace:

- When considering the eight career readiness competencies, employers rate communication (4.49) and critical thinking (4.46) most important. All of employers' proficiency ratings of recent graduates fall below 4 (very proficient) on a 1-to-5 point proficiency scale.
- A large gap appears in the professionalism competency, with 91.2% of employers rating it very or extremely important and just 48.6% rating graduates as very or extremely proficient in it.

In the tri-state area (NY-NJ-PA), there are competitive employment opportunities for digital journalists and storytellers, though the marketplace does look different from when traditional newsroom settings were the norm (Gatta & Khan, 2022).

Looking nationally, the Bureau of Labor Statistics ranks our region and nearest metropolitan areas with the some of the highest employment levels when searching the job titles News Analysts, Reporters, and Journalists:

New York-Newark-Jersey City, NY-NJ-PA is the top market and Philadelphia-Camden-Wilmington, PA-NJ-DE-MD is the seventh highest in employment levels in the field, as seen in Table 2 (*Philadelphia-Camden-Wilmington, PA-NJ-DE-MD - May 2021 OEWS Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates, 2022*).

When ranking the top-paying states for News Analysts, Reporters, and Journalists, New York ranks second in the nation with New Jersey ranking fifth, as seen in Table 3 (*Philadelphia-Camden-Wilmington, PA-NJ-DE-MD - May 2021 OEWS Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates, 2022*).

The JCS concentration is responsive to media convergence, teaching broader skills that have multiple applications. This is critical as the industry is evolving and many positions will be consolidated in the next 8 years. According to the Bureau of Labor Statistics, while there is a projected decline of News Analysts, Reporters and Journalists from 2021 to 2031, there are strong projections of job openings each year to replace workers who leave the profession or retire. "Despite declining employment, about 4,900 openings for news analysts, reporters, and journalists are projected each year, on average, over the decade. All of those openings are expected to result from the need to replace workers who transfer to other occupations or exit the labor force, such as to retire."

Dual credit requests and interest are increasing significantly each academic year, and even each semester. As of early December, the Communication Studies program has 30 dual credit courses with 19 high schools. This includes two Principles of Journalism COMM 2304 courses and two Writing for the Media COMM 2103 courses.

As of January 4th, 2023 New Jersey amplified its commitment to media and information literacy education when Gov. Phil Murphy signed (S588) establishing the requirement of K-12 instruction on information literacy under the implementation of the New Jersey Student Learning Standards. "The signing of this bipartisan legislation reaffirms the Governor's commitment to leading the nation in public education while preparing students for lifelong learning by equipping them with the skills they need to accurately assess information" (Office of the Governor, 2023)."

In 2020, the following New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills were defined and of note to prompt interest in the dual credit course offerings, as seen in Table 4 and summarized here:

By the end of 12th grade students should have skills to understand the following concepts, which all have applied practice in journalism and media courses, like Writing for the Media and Principles of Journalism. The 2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills include:

- *Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.*
- *Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.*
- *In order for members of our society to participate productively, information needs to be shared creatively and ethically.*
- *Accurate information may help in making valuable and ethical choices (Career Readiness, Life Literacies and Key Skills, 2020).*

Brief Overview of the Curriculum

First-year and second-year Communication Studies students will focus on producing content for The Argo and WLFR while in the Writing for the Media (WFTM) course and lab. Some faculty may emphasize publishing a digital magazine or creating podcasts as part of their assignments for WFTM. As Juniors and Seniors, students will be encouraged to intern with Stories of Atlantic City in COMM 4909 (W2 and now recognized as an R2) or the new Journalism Practicum: Stories of Atlantic City COMM 4610, supporting them to focus on the rich environment of Atlantic City and share the untold stories of its residents. If they take the foundational Principles of Journalism course or Journalistic Writing (both electives with labs), the "teaching hospital" model of journalism teaching is utilized, enabling them to practice their skills. In all of these courses, relationships with a community partner (on-campus or off-campus) round out experiential learning.

One major change to the current curriculum sequencing is the emphasis on applied skill building. Within the concentration in JCS, there will be 16 credits of programmatic core courses, allowing for the scaffolding of the student from the first year to the last. Several of these courses (Restorative Journalism, Digital Storytelling or Multimedia Writing) will have a 1 credit lab attached where students will focus on working with on-campus media partners, such as The Argo, WLFR, Stories of Atlantic City, or other media partners.

Throughout the total sequencing, students will complete a total of four 1-credit labs, all of which are part of the electives of the JCS concentration. This will start in Fall 2023. Students will finish the concentration with a strong experiential and applied learning model. The four 1-credit labs have replaced a four credit elective in the concentration.

Cognate courses (of which 24 credits are required, 6 credits) will enable students to take production, public relations, and media studies courses as electives. Criminal justice, environmental science, and political science will be recommended as part of the 32 credits of At Some Distance courses to provide context for the news-gathering process.

The JCS Concentration courses will be enhanced with the addition of community-focused adjuncts, local media practitioners, to teach labs.

Recruitment Through Local Connections

The Communication Studies Program has a strong feeder system through the Dual Credit Consortium, which currently offers Writing for the Media, TV Production, Audio I, Audio II, and video production. As a result of interest from area high schools, including Atlantic City High School and Cape May County Technical High School, the development of a Principles of Journalism dual-credit course is planned for AY 22-23. This acts as a primary opportunity for students to become engaged in the program and as a yield tool for students to choose Stockton for their course of study.

By emphasizing the recruitment and development of local students into the JCS Concentration, Stockton is serving multiple needs in our community – on-campus and off-campus. The local news ecosystem gains content, civic engagement is increased, and students gain important transferable skills that can be applied in a variety of industries. Again, place-based journalism is a strong element in this concentration, and what sets it apart from other Communication Studies programs at Rowan University and Montclair University.

JCS Concentration Learning Outcomes

1. Understand the historical to modern perspectives of journalism, including the history of racism in American media and analyze its impact on communities today and the ever-changing information sharing systems in place.

2. Apply the role of media literacy, ethics and public service in the practice of journalism and community storytelling. This includes understanding the role of equitable and accessible information-sharing in a democratic society.

3. Develop skills in expressing oneself in written, oral and visual communication through all aspects of production-based journalism and storytelling.

4. Evaluate and create systems of editorial process that includes research and planning, execution and production, then editing and revision, and ultimately reflection and impact analysis.

5. Create multimedia content for presentation, publishing and broadcast, working independently and with media partners like Press of Atlantic City,

Stories of Atlantic City, The Argo, WLFR and other community media outlets.

6. Design a marketable professional portfolio, including resume, individual mission statements, and examples of completed independent and group projects.

Appendices

Appendix A – References

Appendix B – Table 1: Communication Studies Enrollment Data

Appendix C – Table 2: Bureau of Labor and Statistics Metropolitan areas with the highest employment level in News Analysts, Reporters and Journalists

Appendix D – Table 3: Bureau of Labor and Statistics Top Paying States for News Analysts, Reporters and Journalists

Appendix E – Table 4: 2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

Appendix F – Table 5: Comparison of the current course pathway required to complete Journalism and Media Studies Concentration versus the Journalism and Community Storytelling Concentration

Appendix A – References

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Appendix B
Table 1: Communication Studies Enrollment Data

Total	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	# Change from Fall 2020	% Change from Fall 2020
COMM							
General	3	2	3	5	1	-2	-67%
General Media Studies	85	75	44	38	19	-66	-78%
Journalism and Media Studies	17	31	48	52	63	46	271%
Media Production	95	89	91	92	101	6	6%
Public Relations	78	78	81	75	73	-5	-6%
Grand Total	**278**	**275**	**267**	**262**	**257**	**-21**	**-8%**

COMM Enrollment by Concentration Fall 2020-Fall 2022
Primary Majors Only

Primary Major	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	# Change from Fall 2020	% Change from Fall 2020
COMM							
General	2	1	2	5	1	-1	-50%
General Media Studies	84	74	43	37	18	-66	-79%
Journalism and Media Studies	17	31	47	51	62	45	265%
Media Production	94	88	91	91	100	6	6%
Public Relations	77	76	79	73	72	-5	-6%
Grand Total	**274**	**270**	**262**	**257**	**253**	**-21**	**-8%**

Appendix C
Table 2: Bureau of Labor and Statistics – Metropolitan areas with the highest employment level in News Analysts, Reporters and Journalists

Metropolitan areas with the highest employment level in News Analysts, Reporters, and Journalists:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New York-Newark-Jersey City, NY-NJ-PA	4,750	0.55	1.97	$ 48.49	$ 100,870
Washington-Arlington-Alexandria, DC-VA-MD-WV	2,130	0.73	2.62	$ 47.41	$ 98,600
Los Angeles-Long Beach-Anaheim, CA	2,060	0.36	1.30	$ 29.34	$ 61,030
Atlanta-Sandy Springs-Roswell, GA	1,630	0.63	2.27	$ 40.26	$ 83,740
Miami-Fort Lauderdale-West Palm Beach, FL	840	0.34	1.23	$ 35.54	$ 73,920
Chicago-Naperville-Elgin, IL-IN-WI	710	0.17	0.61	$ 26.61	$ 55,340
Philadelphia-Camden-Wilmington, PA-NJ-DE-MD	600	0.23	0.81	$ 20.33	$ 42,290
Houston-The Woodlands-Sugar Land, TX	590	0.20	0.73	$ 31.32	$ 65,150
Dallas-Fort Worth-Arlington, TX	580	0.16	0.58	$ 31.17	$ 64,840
Phoenix-Mesa-Scottsdale, AZ	540	0.25	0.92	$ 28.71	$ 59,710

Appendix D

Table 3: Bureau of Labor and Statistics – Top Paying States for News Analysts, Reporters and Journalists

Top paying states for News Analysts, Reporters, and Journalists:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
District of Columbia	1,510	2.29	8.25	$ 53.54	$ 111,360
New York	5,170	0.60	2.15	$ 45.92	$ 95,510
Connecticut	380	0.24	0.87	$ 39.46	$ 82,080
Georgia	2,040	0.47	1.68	$ 37.31	$ 77,610
New Jersey	420	0.11	0.40	$ 36.59	$ 76,110

Appendix E
Table 4: 2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

Information and Media Literacy

Information and Media Literacy empowers learners to access, retrieve and produce well managed resources. This access promotes and fosters inquiry learning as well as a deep understanding of target knowledge, skills or concepts. Information and Media Literacy is the vehicle for learners to pursue and create relevant information using the opportunities of high-quality materials. Information and media literacy also includes a basic understanding of ethical use of information.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
• Digital tools and media resources provide access to vast stores of information that can be searched. • Digital tools can be used to display data in various ways. • A variety of diverse sources, contexts, disciplines and cultures provide valuable and necessary information that can be used for different purposes. • Information is shared or conveyed in a variety of formats and sources.	• Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate. • Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas. • Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making. • Specific situations require the use of relevant sources of information.	• Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation. • Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated. • The mode of information can convey a message to consumers or an audience. • Sources of information are evaluated for accuracy and relevance when considering the use of information. • There are ethical and unethical uses of information and media.	• Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making. • Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully. • In order for members of our society to participate productively, information needs to be shared creatively and ethically. • Accurate information may help in making valuable and ethical choices.

Appendix F
Table 5: Comparison of the current course pathway required to complete Journalism and Media Studies Concentration versus the Journalism and Community Storytelling Concentration

The curriculum sequencing for the Journalism and Media Studies Concentration within the Communication Studies Program currently includes:	*The proposed changes to the curriculum sequencing would result in the JCS Concentration:*
COMM 1100 - 0 credit Professional Development course	**COMM 1100 - 0 credit Professional Development course**
32 credits General Studies requirement	**32 credits General Studies requirement**
32 credits At Some Distance electives requirement	**32 credits At Some Distance electives requirement**
24 credits Cognates	**24 credits Cognates (production courses, public relations courses and media studies courses recommended here)**
20 credits Program Core Courses ● COMM1201 – Introduction to Mass Communication ● COMM2103 – Writing for the Media ● COMM3200 – Theories of Mass Communication ● COMM4601 – Communication Senior Seminar ● COMM4901 – Communication Internship (alternately, COMM3916, COMM3918, COMM3926, COMM4901, COMM4902, COMM4906, COMM4908)	**20 credits Program Core Courses** ● COMM1201 – Introduction to Mass Communication ● COMM2103 – Writing for the Media ● COMM3200 – Theories of Mass Comm ● COMM4601 – Senior Seminar ● COMM4610 - Journalism Practicum:Stories of Atlantic City ● COMM4901 – Communication Internship (alternately, COMM3916, COMM3918, COMM3926, COMM4901, COMM4902, COMM4906, COMM4908)

20 credits Journalism and Media Studies Concentration Electives
● COMM2304 – Principles of Journalism OR COMM2211 Media Criticism
● 8 credits from:
  ○ COMM3203 – Communication Research Methods
  ○ COMM3306 – Women, Minorities and the Media
  ○ COMM3309 – Media, Civil Rights & Social Change
  ○ COMM3312 – Media in Times of War
  ○ COMM3400 – Film Theory and Criticism
  ○ COMM3604 – Restorative Journalism
● 8 credits from:
  ○ COMM2211 – Media Criticism
  ○ COMM2204 – Media, Culture and Society
  ○ COMM2207 – Special Topics in Media Studies
  ○ COMM2210 – Digital Storytelling
  ○ COMM2305 – Media, Law and Ethics
	16 credits JCS Concentration Electives
	● COMM2305 – Media, Law and Ethics
	● COMM2408 – News Media & Politics
	● COMM2210 – Digital Storytelling
	● COMM2304 – Principles of Journalism*
	● COMM3309 – Media, Civil Rights & Social Change
	● COMM3312 – Media in Times of War
	● COMM3314 – Journalistic Writing*
	● COMM3402 – Reporting and Interviewing*
	● COMM3604 – Restorative Journalism*
	● COMM4303 – Multimedia Writing*
	
	4 credits of Lab (taken 1 credit per semester in conjunction with * courses)

○ COMM2408 – News Media & Politics ○ COMM2409 – Television & Popular Culture ○ COMM2412 – Media Aesthetics ○ COMM2413 – Metaphysics of Film ○ COMM2414 – African Americans on Television 8 credits from: ○ COMM3301 – Communication Technologies ○ COMM3303 – International Communication ○ COMM3306 – Women, Minorities and the Media ○ COMM3309 – Media, Civil Rights & Change ○ COMM3400 – Film Theory and Criticism ○ COMM3312 – Media in Times of War ○ COMM3314 – Journalistic Writing ○ COMM3604 – Restorative Journalism	